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ABSTRACT

The supplemental teaching resources provided in this book offer a variety of concrete, visual activities designed for the use of classroom and daycare center teachers to help young children feel proud and comfortable about their changing bodies. The lessons help children develop a healthy, age-appropriate foundation in anatomy and development. With a positive attitude about their bodies, children are better prepared for future sexuality education. Reproducible masters for student activity sheets and teacher patterns are found at the end of each lesson, along with suggestions for integrating lessons into art, science, math and other areas of the primary curriculum. Seven sequenced lessons use songs, murals, and puzzles to teach young children that: (1) they already know quite a lot about their own bodies and to help them begin to name the parts of the body; (2) there are four stages of life (baby, child, adult, older adult), and all human beings go through these stages; (3) their bodies have been growing all along and will continue to grow until adulthood; (4) the body is changing all the time; (5) the body is a whole made up of parts; (6) all body parts grow and change; and (7) a child's body has an exciting future. (LL)

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ED 304 508

Masterpiece Me

Children's Activities in Anatomy and Development

Written and Illustrated by
Sally Wittman, MA

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ETR Associates
Santa Cruz, California
1993

About ETR Associates

ETR Associates (Education, Training and Research) is a nonprofit organization committed to fostering the health, well-being and cultural diversity of individuals, families, schools and communities. The publishing program of ETR Associates provides books and materials that empower young people and adults with the skills to make positive health choices. We invite health professionals to learn more about our high-quality publishing, training and research programs by contacting us at P.O. Box 1830, Santa Cruz, CA 95061-1830.

About the Author

Sally Wittman, MA, is a freelance writer and illustrator specializing in children's topics. Ms. Wittman also writes for businesses, teaches writing and is a visiting guest author. Several of her books for children have been selected for honor lists—one of them was an American Library Association Notable Book. Her books have been read or reproduced in many media, including film, video, television, magazines and foreign reprints. Ms. Wittman's books stress good values and the importance of friendship.

About the Activity Series

This is just one of many titles in the creative **Children's Activity Series** from ETR Associates. Each fun-filled activity book has a companion poster, available in bulk quantities, to reinforce its important health message. Color them in! Hang them up! Send them home! These resource books and posters are designed to help you build students' health skills in school *and* at home! For more information and a free catalog, call toll-free 1-800-321-4407.

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Series Introduction

The **Children's Activity Series** promotes awareness about health, family life and cultural diversity for children in kindergarten through third grade. Each book focuses on a topic that can be difficult for elementary school teachers to address. Activities have been specifically designed to help children grow into adults who:

- feel good about themselves;
- interact with others;
- choose a healthful lifestyle;
- avoid tobacco, alcohol and other drugs;
- are open to the diversity of our world and its cultures; and
- contribute in a responsible way to society.

The books in this series are written to enhance an established curriculum, rather than to serve as the curriculum. They offer ideas for hands-on activities for teachers to integrate into the primary-level curriculum. Teachers can use the various interactive and lively activities as-is or adapt them to meet the needs of their specific situations.

The format of each activity is designed to help teachers easily prepare for the busy hands-on work. The **Get Ready, Get Set...** section outlines any advance preparation needed to conduct the activity. All items for student use are clearly identified in the **Materials for Children** section. The steps for the process of the activity are detailed in the **Here We Go!** section. Reproducible masters for student activity sheets and teacher patterns are found at the end of the activity.

The books in the **Children's Activity Series** are developed by authors familiar with both the content and process appropriate for primary school students in specific topic areas. And most importantly, the activities have been tested with children and have proven to be both educational and FUN.

Author's Introduction

My goal for this book about reproductive anatomy and development has been to help you help children in the younger grades feel comfortable about their bodies. Comfort grows out of a feeling of pride. A child who feels proud of his or her entire body, who sees that growth and change is normal and good and feels comfortable talking about it, will be ready for more explicit information in the later grades when family life material is introduced.

This book teaches children that their bodies are good and precious; that all body parts have a function; that all parts of the body, including the genitals, have appropriate and respectable names; and that, with respect to our bodies, all human beings have much in common. In reinforcing a strong and healthy attitude about the body, we also provide a natural and logical scaffold upon which to raise later issues of sexuality.

I have begun by trying to help children realize that anatomy is not a "foreign" subject. We are all already mini-experts on our own bodies; we simply need help in labeling and interpreting what we have observed. From there, children learn about age differences and stages of life, how growth will taper off but change will continue. Children then talk about body parts and look at gender differences and similarities.

While working on this book, I talked with teachers about their needs and concerns. Several of them were concerned about the reactions parents might have to this subject matter and wanted the book to include a letter to

parents that explained what was going to be covered. I chose not to incorporate such a letter, but this remains an option for each teacher if it would be helpful. I have involved families in some of the activities, and it is my hope that they will share in the fun.

A list of vocabulary words appears at the end of each concept. These may be used in a number of ways, most obviously to introduce the vocabulary for the coming activities. It will be up to you to decide which of these words are appropriate for your particular classroom situation. The words from each concept may also be used in the next as a review.

Children who write may benefit from copying the words from word cards or the board. Some children will be familiar with the anatomical words, some will be hearing them for the first time. Each child's reaction to the vocabulary words deserves a respectful response. If you have children in your classroom who speak a language other than English, you might want to research and teach the proper names for the parts of the body in this language as well.

Try to anticipate questions and guide discussions to be sensitive to the needs of all children. When it comes to talking about our bodies, feelings are top priority and must count. All discussions should welcome an open expression of feelings.

Adopted children and children with physical disabilities may present special considerations when discussions of genetic heritage and bodily functions come up. We want

all children to feel that they have inherited a fantastic, one-of-a-kind body machine that they can be proud of. Statements about height and relative gender size are also potential sources of confusion for children. Avoid making broad generalizations which are culture or gender bound. Even a relatively innocent statement such as "men are generally taller than women" can become a sensitive issue for a child if mom is taller than dad.

It is my hope that offering options at crucial points will enable you to customize the activities for the needs of your particular teaching situation. Each concept can stand alone and any concept may be skipped if necessary depending on your local community guidelines. Be sure to check your district's family life education policy before introducing these activities into the classroom.

I've tried to make the activities interesting and fun. Health is the issue here, and it is important for children to feel proud of and associate the fun of good health with their own bodies. The traditional aura of shame surrounding the reproductive organs has affected all of us. I recall the stammers of my obstetrician during my first pregnancy some years ago as he asked me to put on a gown so he could examine me "down there." I resolved then to teach my unborn child to name *all* parts of the body easily and without shame. This is a legacy I'd like to pass on to all children.

Sally Wittman

1 Masterpiece Me!

Purpose

To help children realize that they already know quite a lot about their own bodies and to help them begin to name the parts of the body.

In a Nutshell

This activity gains the confidence of the children and shows them that anatomy is not a "foreign" subject; they are already mini-experts on their own bodies. Children name the parts of their bodies they already know as a group activity. They learn a song about their bodies. They then do a self-portrait.

Get Ready, Get Set...

- Prepare word cards using *New Words*.
- Review **Performing "My Body"** teacher page.
- Gather materials for children and copy activity sheets for each child.

Materials for Children

★ My Body song sheet
★ Masterpiece Me activity sheet
★ crayons or markers

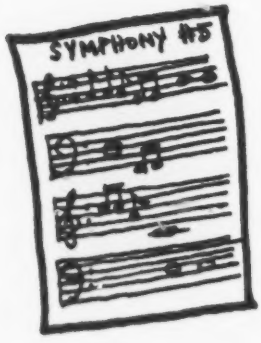
Here We Go!

1. Explain to children that they are going to be learning about anatomy. Ask them if they know what *anatomy* means. Tell them that it means the structure of the body. Tell them that everything that is touchable has a structure made up of parts.

   Use a house as an example. A house has big parts such as a floor, roof and walls. It also has small parts such as bricks, windows and door knobs. Point out that our bodies are made up of parts, too.

   Ask children to name some of the body's big parts, such as the head, torso, arms and legs. Then ask them to name a few small parts, such as the nose, eyelashes and freckles.

2. Show children the word card for *masterpiece*. Explain that a masterpiece is something special that is one of the very best of its kind. The very best paintings and the very best pieces of music and the very best books are called "masterpieces."



Tell children that their bodies are masterpieces. Each body is special and unique. No one has a body exactly like theirs. Children of similar ages will go through similar changes, but no two bodies will ever be alike.

Have a discussion about some of the unique characteristics of each child's body. Talk about birth marks, freckles, scars, differences in shapes of hands, ears, etc. Mention differences in boys and girls: boys have a penis, girls have a vulva.

3. Ask children to guess how many (external) body parts they think the class can name. Then, starting with the toes and moving upward, guide the children in naming the parts of the body. List the parts on the board.

   Note to teacher: This activity enables you to find out what the children already know about the parts of the body. Let them name all the body parts they know, then fill in any parts they might miss, matter-of-factly adding them to the names on the board. If there is a slang or street word used, acknowledge it. Then list the correct name, pronouncing it carefully. Explain that many families have "pet" names for certain parts of the body, and those are OK, too, but that in class we will just be using the proper names.

You may be as broad or as detailed as you wish in this introductory activity, depending on the level of the children you work with and your community guidelines.

Tell children that they can all feel proud to be the owner of such an amazing, one-of-a-kind creation.

4. Distribute the **My Body** song sheet. Tell children that this is a song about how special their bodies are. Help children learn and move to the "My Body" song.

   Note to teacher: "My Body" can be sung or performed as a prose recitation. If the age of the children or shortage of time makes memorization a problem, assign each line to a small group to memorize.

5. Distribute the **Masterpiece Me** activity sheet. Ask children to draw self-portraits of their own bodies.

   Note to teacher: Save the self-portraits and the song sheets to include in the Masterpiece Me Scrapbook in Concept 7.

New Words

anatomy, appreciate, buttock, correct, exceptional, masterpiece, penis, remarkable, reproduction, sensational, special, structure, torso, unique, vulva, whatchamacallit

Where It Fits

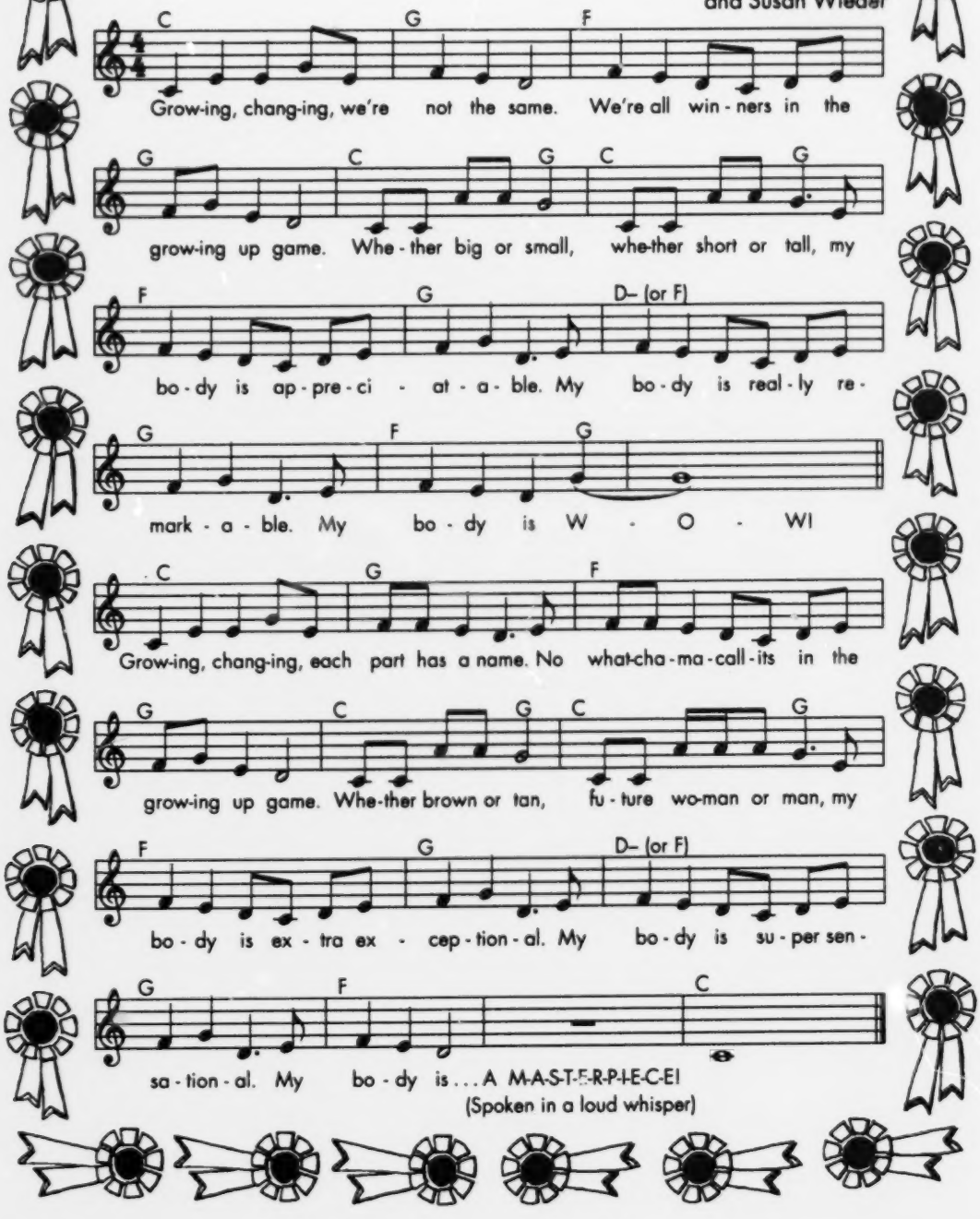
art, health, music, science

More Ideas

Children can make stationery that features their Masterpiece Me portraits. Reduce the self-portraits on the copy machine. Then have children cut out the portrait and glue it to the corner of an 8-1/2 in. x 11 in. piece of paper. Make as many photocopies of the stationery as wanted.

Note to teacher: This activity will work best if children draw their portraits with black fine-point felt-tip pens.

My Body

Lyrics by Sally Wittman
Music by Sally Wittman
and Susan Wieder

C G F
Grow-ing, chang-ing, we're not the same. We're all win - ners in the
G C G C G
grow-ing up game. Whe - ther big or small, whe-ther short or tall, my
F G D– (or F)
bo - dy is ap - pre - ci - at - a - ble. My bo - dy is real - ly re -
G F G
mark - a - ble. My bo - dy is W - O - W!
C G F
Grow-ing, chang-ing, each part has a name. No what-cha - ma - call - its in the
G C G C G
grow-ing up game. Whe-ther brown or tan, fu - ture wo-man or man, my
F G D– (or F)
bo - dy is ex - tra ex - cep - tion - al. My bo - dy is su - per sen -
G F C
sa - tion - al. My bo - dy is . . . A M-A-S-T-E-R-P-I-E-C-E!
(Spoken in a loud whisper)

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Performing "My Body"

Here are some suggested movements to go with the "My Body" song. You may also copy these pages for children if you chose to perform "My Body" as a prose recitation.

Growing, changing,

We're not the same.

We're all winners in the growing-up game.

Whether big or small, *(children spread arms wide, then bring hands close together)*

Whether short or tall, *(children squat down, then stretch up on tip-toes)*

My body is

Ap-pre-ci-at-a-ble. *(said as separate syllables)*

My body is

Real-ly re-mark-a-ble.

My body is... *(long pause—children bend to touch toes)*

W–O–W! *(said in loud whisper as children wave hands over body, toe to head, ending with outstretched arms)*

Growing, changing

Each part has a name.

No whatchamacallits in the growing-up game.

Whether brown or tan,

Future woman or man,

My body is

Ex-tra ex-cep-tion-al.

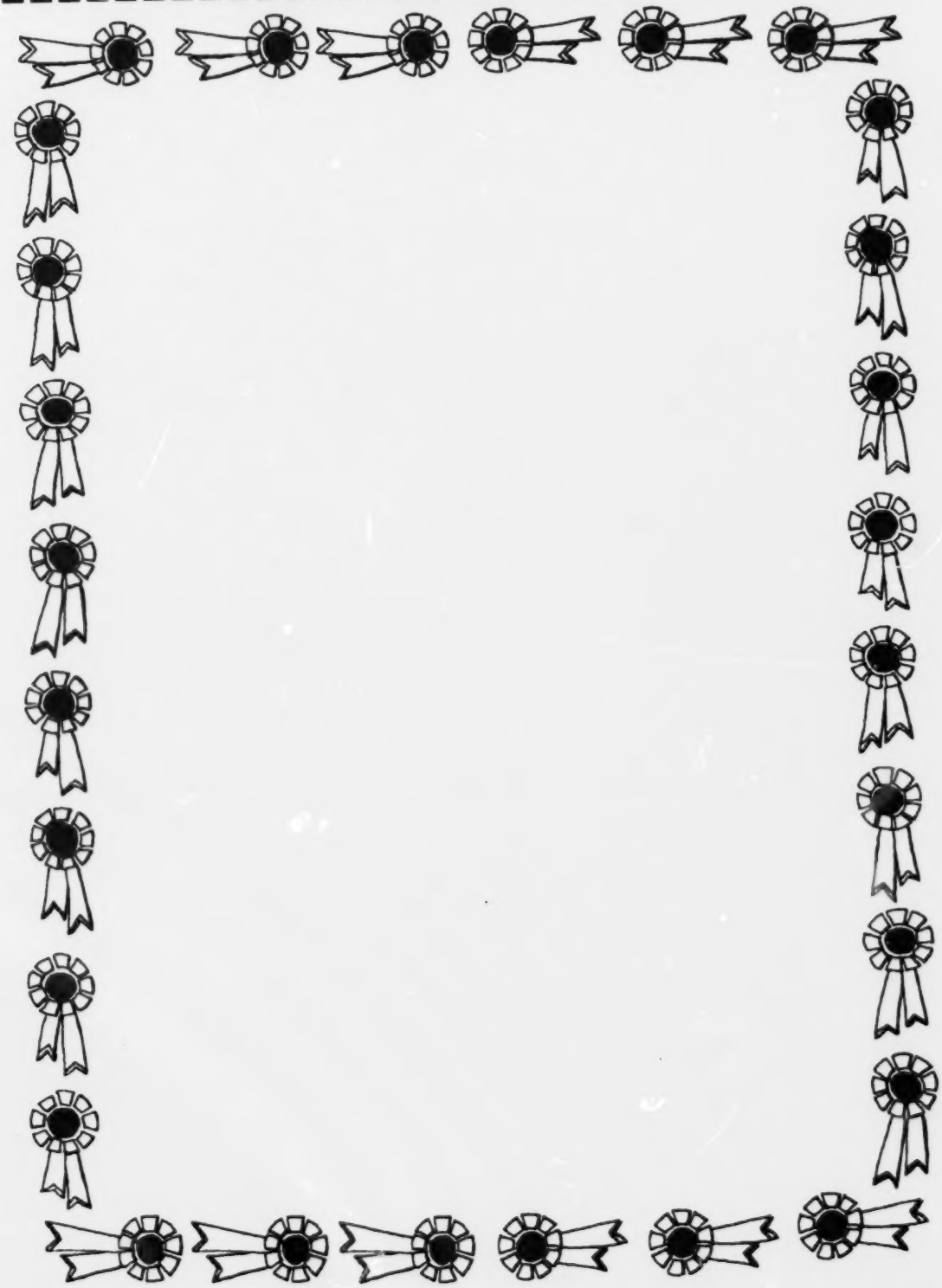
My body is

Su-per sen-sa-tion-al.

My body is... *(long pause as children pretend to open clothes to reveal "Masterpiece Me" ribbon on chest)*

A M–A–S–T–E–R–P–I–E–C–E! *(said in loud whisper)*

Masterpiece Me



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2 Every Body Grows and Changes

Purpose

To teach children that there are four stages of life and that all human beings go through these four stages.

In a Nutshell

Children learn that we have our same bodies all our lives, but that we do not always look, feel or act the same way. All humans pass through predictable changes that come with age. These changes can be grouped together as the four stages of life. Children create a mural collage of magazine pictures that represent the four stages of life.

Get Ready, Get Set...

- Prepare a box for each of the four stages: babyhood, childhood, adulthood and old age. Paste one of the pictures from the **Stages of Age** teacher page on each box: baby, child, adult, older adult.
- Gather magazines with pictures of a variety of people. Be sure they contain examples of people in each stage of life as well as a variety of cultures and ethnicities.
- Prepare word cards using *New Words.*
- Gather materials for children.
- Copy activity sheet for each child (Option 2).

Materials for Children

- ★ glue or paste
- ★ scissors
- ★ magazines
- ★ Picture Quest activity sheet (Option 2).
- ★ 4 large pieces of newsprint or other suitable mural background paper

Here We Go!

1. Begin a discussion about aging by asking the children how old they are now. Ask them how they would refer to their age if they couldn't use numbers or grade levels. Point out that they are no longer babies. They are now children. Explain that words such as *babies* or *children* refer to people of similar age.

   Explain that each of us will be the same person throughout life, but we will not always look or act or feel the same way because we are always growing and changing. This growing and changing is called aging.

   As we live out our lives we will pass through four stages: babyhood, childhood, adulthood and old age. Use the boxes you've prepared to illustrate your discussion.

   Ask children to think of all the people they know. How many of the children know a baby? How many know a child? How many know an adult? How many know an older adult?

   In each of these stages there will be some predictable changes. Other people of the same age and gender will be going through similar changes, regardless of where they live.

Brainstorm with the children to come up with a few of the changes each stage can expect. Try to make all stages positive. Some examples of changes from babyhood to childhood might be: big enough to ride a tricycle (or bicycle), swing on the swing, lose "baby teeth" and get new ones, cross the street alone.

Some examples of change from childhood to adulthood might be: big enough to drive a car, swim in the deep end of the pool, be a teacher (firefighter, park ranger, etc.).

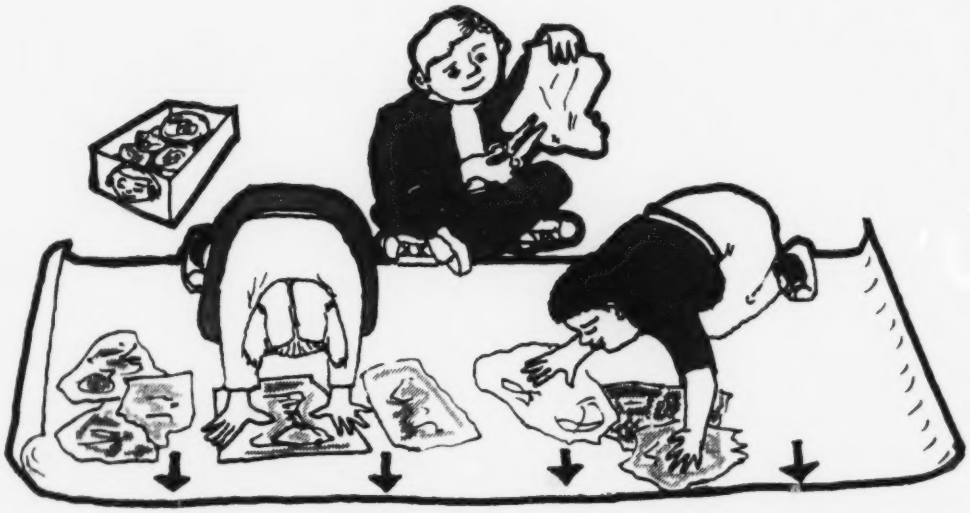
Older adults get to be grandparents, know a lot, travel, have nice gardens, stay home from work.

2. **Option 1:** Have children go through the magazines you have brought to class, searching for people in the four stages: babies, children, adults and older adults. Have them cut out the pictures and store them in the four boxes you have prepared, in preparation for compiling a mural for each stage.

Note to teacher: Used magazines are often available at the library or at flea markets and garage sales. Look for magazines that picture a wide range of different ages and ethnic groups. *Child, Ebony, Family Circle, Hispanic, Mothering* and *Parenting* include a diverse range of people in articles and advertising.

Option 2: Distribute the **Picture Quest** activity sheet. Tell children they are going to work with their families at home to find pictures in magazines of people in the four age groups. Explain that they are to cut out the pictures and bring them to school. As children bring in their pictures, have them place the pictures in the appropriate boxes, in preparation for compiling a mural for each stage.

3. When you have collected enough pictures in each category, divide the children into four teams. (There should be forty to fifty magazine pictures for each mural. You may need to supplement the children's collection of pictures.) Give each team one of the four boxes filled with pictures and a large piece of background paper. Have the teams paste the pictures of babies, children, adults or older adults onto the paper to make their murals.



Note to teacher: If you place an arrow here and there pointing to the top of the paper, the murals will have fewer upside-down pictures on them.

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4. When the murals are finished, attach them together to form a single, large mural. Display the mural on the wall.

   Ask the children to look at the mural and to think about what they have learned about growing older. Discuss any thoughts or concerns that might come up.

   Invite parents and other classes to come see the mural.

New Words

adulthood, aging, babyhood, change, childhood, collage, gender, mural, old age, predictable

Where It Fits

art, health, science

Stages of Age

baby

child

adult

older adult

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Picture Quest

Dear Family:

We need your help for our study about aging. Please help your child find magazines and cut out pictures of people from the four stages of life: babyhood, childhood, adulthood and old age. Try to include a wide representation of people from around the globe and from all walks of life.

If your child's last name begins with A through F, please have your child collect pictures of babies. Names beginning with G through L will collect pictures of children. Names beginning with M through R will collect pictures of adults. And names beginning with S through Z will collect pictures of older adults.

Please be sure your child brings the pictures to school by _____.

We will be using the pictures to make a mural of the four stages of life. When the mural is finished we will invite you to visit the classroom to see it.

Thank you for your help!

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3 My Body Is Growing Right Now

Purpose

To help children realize that their bodies have been growing all along and are growing right now, and that they will continue to grow until they reach adulthood.

In a Nutshell

Children measure themselves and make growth charts to record their past height, present height and future height. This helps them to visualize their actual growth throughout the year.

Get Ready, Get Set...

- Gather information about heights of people, objects, etc., that children would be interested in.
- Bring in your own baby shoes or some other article from your babyhood.
- Make a sample growth chart. See **Growth Chart Instructions** teacher page.
- Review metric measuring system if you choose to use the More Ideas section at the end of this concept.
- Prepare word cards using *New Words*.
- Gather materials for children and copy activity sheets for each child.

Materials for Children

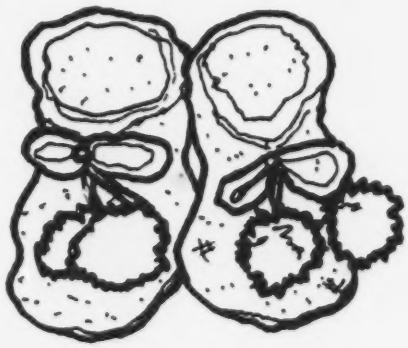
- ★ stickers
- ★ markers
- ★ Growth Chart Pattern activity sheet, 10 copies for each child
- ★ Measuring My Family activity sheet
- ★ manila envelopes
- ★ glue sticks or staplers

Here We Go!

1. Discuss how much the children have already grown since they were born. Talk to them about their babyhoods and about how small they once were. Ask them about the size of other babies they might have seen recently, such as siblings or babies of neighbors. Ask them if they think they were that small once.

2. Show the children your own baby shoes or some other baby article and explain that each of us was a tiny baby once, even the teacher! Ask the children if they have an actual article at home (not a photograph) that shows how small they once were, such as:

   - a footprint, fingerprint or handprint
   - a pair of baby shoes
   - an article of clothing
   - a baby blanket



   Ask children to bring the item to class to show if they may. Explain to the children that such items are very important to grownups and that they must be careful not to lose them.

3. Discuss children's more recent growth and the evidence of growth. Discuss how last year's shoes don't fit anymore. Have each child relate a piece of growth evidence. For example: "I know that I have grown, because last year I wasn't tall enough to go on the bumper cars ride at the amusement park, but this year I can."

Tell children they've clearly been growing all the while. Were they aware of it? Ask them to close their eyes. Can they feel themselves growing this very minute?

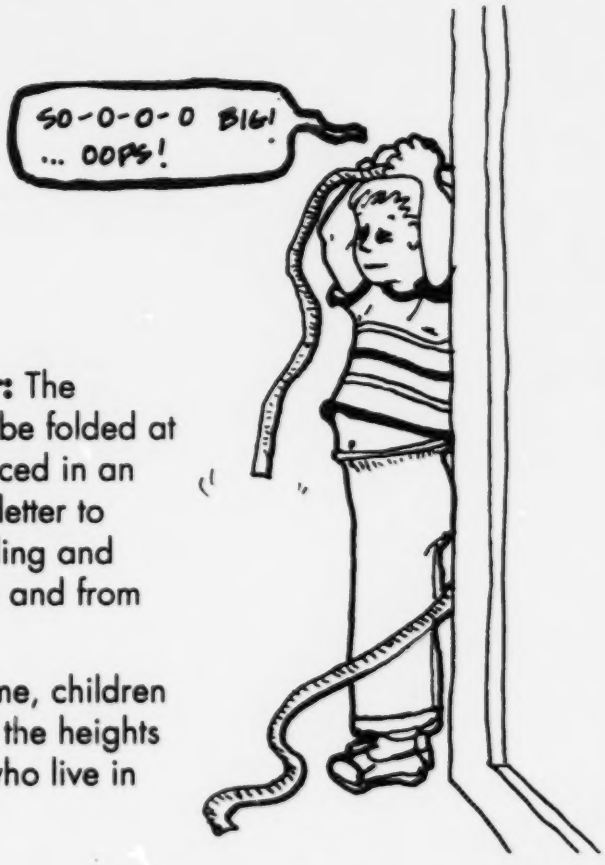
Explain that we have ways of knowing how much we have grown. We can measure how tall we are now. Show children the sample growth chart you have made and explain how it is used. Measure yourself on the growth chart, then measure one or two volunteers. Tell children they are going to make their own growth charts so they can keep a record of how much they grow.

4. Distribute the **Growth Chart Pattern** activity sheet (ten copies for each child). Divide children into groups of two or three and help them construct their growth charts. (See **Growth Chart Instructions.)** Help them write the numbers on their charts.

5. When the growth charts are finished, assemble the children into a large group again. Ask them to estimate how tall they are now. Have each child come to the front of the room with his or her growth chart. Show children how to hang the chart on the wall and how to stand against the chart to be measured. Measure each child and mark his or her height on the chart with a sticker. At home, children will place a photo of themselves where the sticker is. (If they don't have a photo, a drawing of themselves will do.)

6. Initiate a discussion about height. Ask children to consider the size of various people and things that are important to them. Ask them how tall a dog is. How tall are their favorite toys? How tall are their big (or little) sisters (or brothers)?

7. Distribute the **Measuring My Family** activity sheet for children to take home with the growth chart.



Note to teacher: The growth chart may be folded at the seams and placed in an envelope with the letter to keep it from wrinkling and tearing *en route* to and from school.

Explain that at home, children are going to mark the heights of all the people who live in

their families on their growth charts. If they want to, they can also measure pets, favorite toys or friends.

If children are old enough, tell them to mark the heights in the appropriate spaces on the growth chart. Younger children can have adults at home help them record the heights. Remind children to glue a photo of themselves where the sticker appears on the growth chart.

8. When children return their growth charts to school, have them draw small pictures of the other measured objects and people beside each one's height. Display the growth charts on the wall.

   Point out to children that they were once tiny babies (if anyone has measured a baby on the chart, show them how small that is) and now they are taller. Point out that some day they will be as tall as the adults on the chart.

New Words

centimeter, estimate, foot, inch, meter, metric

Where It Fits

art, health, math, science

More Ideas

Use this activity as an opportunity to introduce the metric system to children if they are old enough. The growth chart is marked on one side with inches. The other side is blank and can be marked with centimeters. Have children collect the measurements of various people and objects using both the metric and English measuring systems.

Growth Chart Instructions

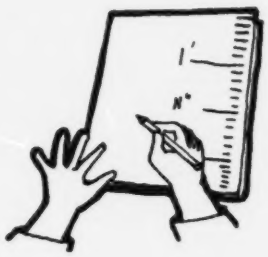
1. Copy 10 growth chart patterns for each child.

2. Cut out the pattern pieces. Join the sections together by gluing or stapling the tab at the top of each pattern piece to the bottom of the next. The finished growth chart will be 6' 6".

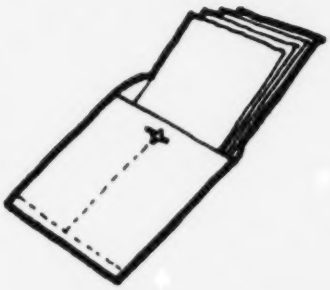
(Note: The chart will have a more finished appearance if the tabs are glued *behind* each section.)

3. Fold chart at the seams in an accordion shape.

4. Help children fill in the inch and foot numbers on their growth charts. If you are also using metric numbers, have them mark the left side of the growth chart with centimeters and meters.



5. To send the chart home, fold at the seams. Place the chart in an envelope to keep it from wrinkling and tearing *en route* to and from school.



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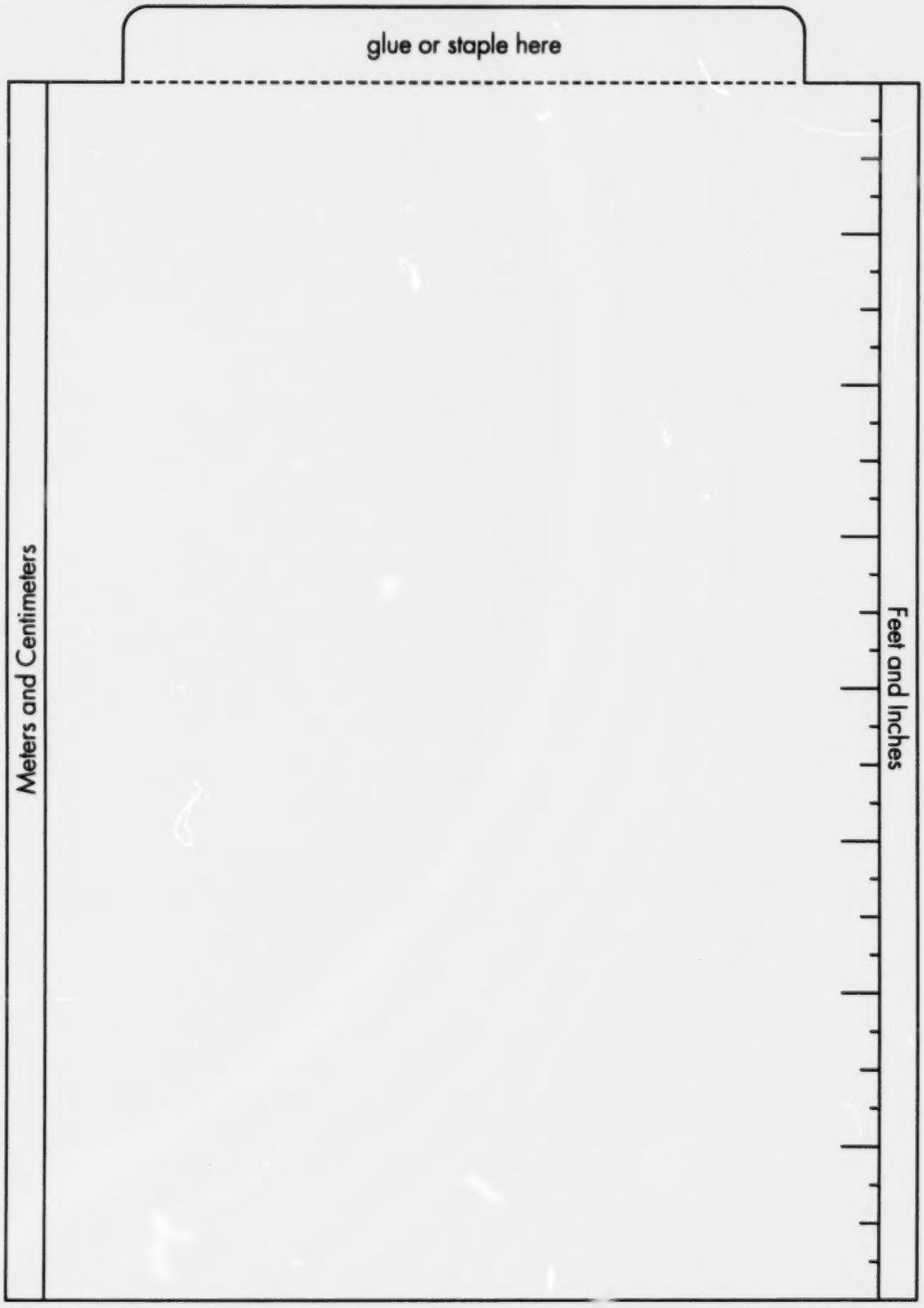
Growth Chart Pattern



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Measuring My Family

Dear Family:

We need your help for our study of growth. Please help your child use his or her growth chart to measure the height of at least one adult. Do this by having the person stand against the wall or a door. Try to choose an area that is flat, so the chart won't bend. Have the child print the person's name by the height mark, or show the child how to print the person's name.

Please also measure the heights of other persons, pets, objects or friends that are important to the child. Mark their heights and print their names beside the marks.

Please glue a photo of your child by his or her height mark over the sticker. (If you don't have a photo, a drawing will do.) Please mark the height of your child at birth, too.

Thank you for your help.

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4 My Body Is Changing All the Time

Purpose

To help children realize that their bodies have been changing all along and are changing right now, and that they will continue to change throughout their entire lives.

In a Nutshell

Children measure their progress in selected popular playground activities against what they could do in the past. They compare their present skills with what they will be able to do by the end of the year.

Get Ready, Get Set...

- Gather needed materials: stop watch.
- Review metric system.
- Read the **Skills Instructions** teacher page and decide which activities are appropriate to measure the skills of your students.
- Prepare word cards using *New Words.*
- Gather materials for children and copy activity sheet for each child.

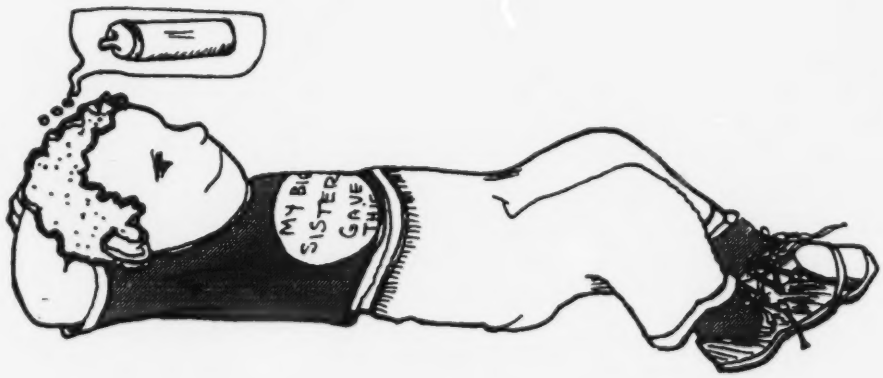
Materials for Children

★ Skills Chart activity sheet
★ pens or pencils
★ Tape measures (with metric and English measurements), one for each group if children are old enough to measure themselves

Here We Go!

1. Discuss how much children have already changed since they were born. Ask children about their babyhoods. Discuss how helpless they were once. Find out what they could do as babies. Could they walk? Could they talk? Could they feed themselves? Can they do these things now?

2. Just before recess or lunch have children lie down on the floor on their backs and not talk. Tell them they must stay this way for three minutes. Ask them to try to remember how it felt to be a helpless baby who cannot ask for anything. Remind them that this is how they spent most of the day when they were babies. Ask them to think about how they'd feel if they had to spend most of the day that way now. What would they miss most?



When the three minutes are up, let children go outside and talk, shout, run, dance or do whatever it was that they missed doing when they were pretending to be babies again. Ask them to pay attention to how good it is to have changed.

3. When children come back from the break, begin a discussion about lifelong change. Ask the children if they have any teenage children in their families or their neighborhoods. Ask if they noticed any changes in the girls' and boys' bodies when they became teenagers. Did they begin to grow hair on their arms and legs? Did the girls begin to grow breasts? Did the boys begin to grow whiskers? Remind them that the teenage years are the time when children's bodies begin the changes to become adult bodies.

   Ask the children if they think their parents look the same way they did when they were teenagers. How have their parents' bodies changed? Are some of the dads losing their hair? Are some of the parents getting gray hair? Remind the children that they will be changing throughout their entire lives, even after they are grown up.

4. Discuss recent changes in the children and the evidence of those changes. For example, teeth and hair change. Has anyone lost a tooth lately? Has anyone had a haircut? What color was their hair when they were babies? Is it the same color now? Did they have freckles when they were babies? Do they now?

Many physical changes occur gradually without our noticing them. Point out that we are mostly talking about external changes now, but that other changes are going on inside our bodies, too.

Ask the children if they could throw a softball when they were toddlers. Can they do a better job of throwing a ball now? Why? Explain to the children that their bones are stronger, their muscles are more developed and their coordination is better than when they were little. They can do things now they couldn't do before. These changes are continuing to happen.

Talk about other things the children can do now that they couldn't do when they were babies. Tailor the discussion of skills to the children in your class. Don't limit skills to purely physical prowess, particularly if there are children who you know do not excel in playground activities. Talk about whistling, drawing, eating, talking, etc.

5. Tell children that they are going to measure some of their playground skill abilities now and record the findings on a chart. At the end of the year, you will repeat the measurements and they will be able to see how much stronger and more capable their bodies have become. They will actually be able to observe how they've changed. Each child will see how much he or she has improved compared with his or her own earlier performance.

   Distribute the **Skills Chart** activity sheet. Divide the class into groups of two or three. Then take children outside or to the gym or rec room for a "field day."

Measure selected skills. Help younger children write down the results of their skill abilities. Remind them again that they are only comparing their scores with themselves and that, in time, they will do better because they are growing stronger, faster and better coordinated every day. Point out that when they were little they couldn't throw a ball well, but that they *can* do it now. Emphasize that they are growing up and changing.

New Words

ability, coordination, development, muscle, skills

Where It Fits

health, math, physical education, science

More Ideas

Use this activity as an opportunity to use the metric system if this is appropriate for your class. Record distances on the skills chart in centimeters and meters as well as in inches and feet.

Skills Instructions

The skills chart includes the following skills. Use the ones that seem appropriate for the facilities available and the age level of the children in your class. Each skill test should be done by one child at a time. Remember that children are only competing against their own scores.

Jump and reach. Have the child stand sideways against a wall with the arm closest to the wall extended straight up. Have the child mark the wall with chalk as high as the fingertips can reach. Have the child bend over and then jump as high as possible, making another mark. Measure the distance between the two marks.

50-yard dash. Mark off a 50-yard running lane with a starting line and a finish line. Have a helper blow a whistle to start. Use a stopwatch to clock the time it takes to run the distance and cross the finish line.

Curl-ups. Have each child lie on his or her back on a mat, the grass or another soft surface. To prevent injury, the knees must remain bent and the arms must form an *X* across the child's chest. The child raises his or her body into a "sitting" position and then lowers it again. Count the number of curl-ups that the child can complete.

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Ball throw. The child throws a softball as far as possible from a starting line. Measure the distance.

Running laps. Children run around the field or gymnasium as many times as they can. Count the number of laps.

Jumping rope. Children jump as many times as they can with helpers twirling (for younger children) or with a shorter jump rope by themselves (for older children).

Push-ups. Children rest on their knees with hands on the ground supporting the body. They push themselves up as many times as possible.

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Skills Chart

Name _____	Score first try _____ (date)	Score second try _____ (date)
Jump and reach (difference between two marks)		
50-yard dash (time from start to finish line)		
Curl-ups (number completed)		
Ball throw (distance thrown)		
Running laps (number of laps run)		
Jumping rope (number of consecutive jumps—two tries)		
Push-ups (number completed)		

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5 My Body Is a Whole Made Up of Parts

Purpose

To teach children the correct names for their body parts, emphasize treating all parts of the body with respect, and make it easy for children to talk about all parts of their own bodies.

In a Nutshell

By means of relaxed discussions and a fun body-puzzle activity, children learn the correct names and locations of the parts of their bodies. They learn that some of these parts come in pairs, and some don't. They learn that grownups have the same parts, though some of their parts may have changed with age. They also learn that animals have some of the same parts humans do.

Get Ready, Get Set...

- Construct demonstration body puzzles and a flannel backboard. See **Body Puzzle Instructions** teacher page.
- Review the correct names of body parts, including reproductive parts. (Practice saying them aloud in front of a mirror until you feel comfortable.)
- Prepare word cards using *New Words*.
- Gather materials for children and copy activity sheets for each child.

Materials for Children

- ★ Body Puzzle Pattern activity sheets, one complete set (boy or girl) for each child.
- ★ glue or paste
- ★ scissors
- ★ yarn

Here We Go!

1. Discuss how each person's body is a whole made up of parts. Have the children start at the tops of their bodies and, going all the way down to the toes, name the parts they know already. Do this matter of factly, without giving undue attention to any particular parts.

   Continue naming the parts they may have forgotten or do not know the proper names of. Remind children that each family may have its own pet names for certain parts of the body or for bathroom functions, but that in public we use the proper names. Recognize but do not validate slang or street names for body parts.

2. Show children the word card for *symmetry*. Explain that symmetry means if you draw an imaginary line lengthwise down the center of something, the two sides are the same. Mention that many body parts come in twos, or have matchers. Ask children to list which parts of the body have matchers.

   Point out that these parts may match, but they are not absolutely identical—for most of us, the part on one side is larger or placed differently than the part on the other side. Ask the children to compare the toes or fingers on one side of their body with those on the other side. Do they notice any differences?

   Explain that adults have the same parts as children, but some of the parts may have changed with age.

Discuss how body parts change with time. All the parts get bigger and that is how we grow taller and are able to reach farther, be stronger and do many things we can't do as a baby or a child.

Mention that girls' breasts will grow. If children ask why boys' breasts don't grow as large as girls', tell them that girls' breasts grow differently so that women can nurse their babies when and if they become parents. Point out that both boys and girls will grow hair on their arms and legs. Boys will grow hair on their faces.

Discuss how animals grow. Many animals have the same parts as humans do, although those parts may look different or function in a slightly different way. Ask the children if they have pets. Ask them which parts they and their pets both have.

If children do not mention it, bring up nipples. Ask the children who have dogs or cats if their pets have nipples. Ask them to count the number their pets have.

Ask the children if they know what purpose nipples serve. Do their pets have more nipples than they need? Do humans usually have more nipples than they need?

Point out that the nipples on dogs and cats are not symmetrical as they are in humans but staggered. Can they think of why that might be? (Because animals lie on their sides while the young are suckling, staggered nipples mean that locating a nipple is easier for a puppy or kitten whose eyes are still closed. Also, one puppy or kitten does not have to lie directly on top of another.) Explain that all of our bodies, human and animal, are arranged in ways that make sense.

3. Tell children that they are going to make body parts puzzles. Show them the demonstration puzzle you've constructed. Draw the body puzzle pattern pieces out of a container and place the pieces on the flannel board. As you place the pieces on the board, ask the class to name each piece.

When you have constructed both a male and a female puzzle and named the parts, tell children they are going to make their own body puzzles. Distribute same-gender puzzles to children. Be sure each child has a complete set. Have children cut out the puzzle pieces and glue or paste the fronts and backs together. Give children some time to play with the puzzles, taking them apart and putting them together again.

After they have lost their novelty, the childrens' puzzles may be taped together permanently and displayed with either the front or back facing outward. Let each child decide which way his or her puzzle will face.

New Words

anus, clitoris, navel, nipple, rectum, scrotum, symmetry, testicles, vagina

Body Puzzle Instructions

Teacher Demonstration Puzzles

1. If possible, use a photocopy machine to enlarge the body puzzle patterns. The front torso pattern is the only pattern that is gender specific.
2. Using the enlarged patterns, cut two complete body puzzles (one male and one female, with fronts and backs) out of construction paper or tag board. Copy the anatomical details with a felt pen. Glue spots of sandpaper onto the backs of each puzzle piece.
3. Construct a flannel backboard by stapling a piece of cotton flannel onto a large (19 in. x 24 in.) piece of lightweight plywood or cardboard.

Children's Body Puzzles

1. Reproduce enough body puzzle fronts and backs so that each boy has a complete boy body puzzle front and back, and each girl has a complete girl body puzzle front and back.
2. Help children cut the puzzle parts out and paste or glue the fronts and backs together.
3. Offer the children yarn "hair" to glue to their body puzzles.

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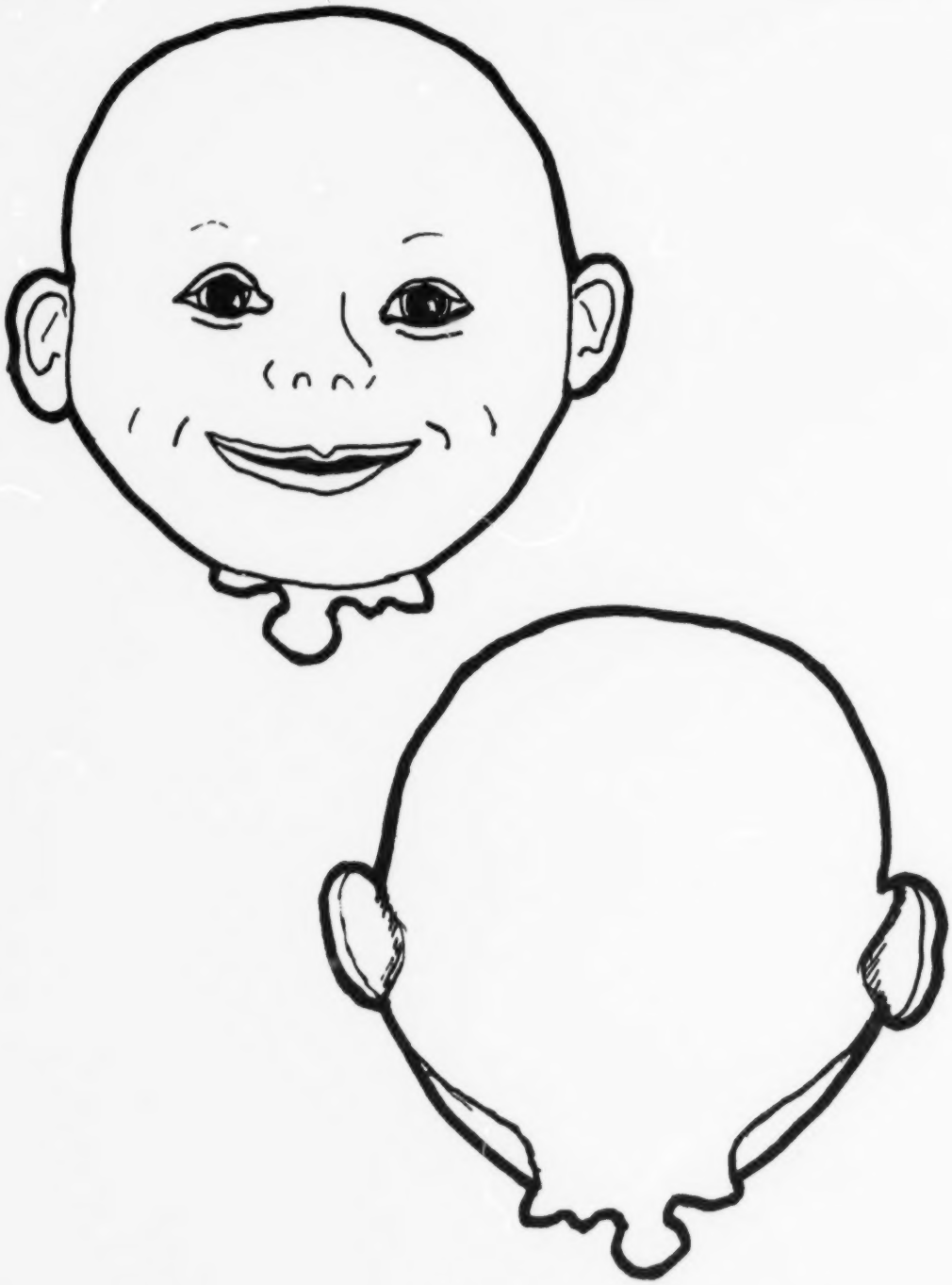
Body Puzzle Pattern



Head

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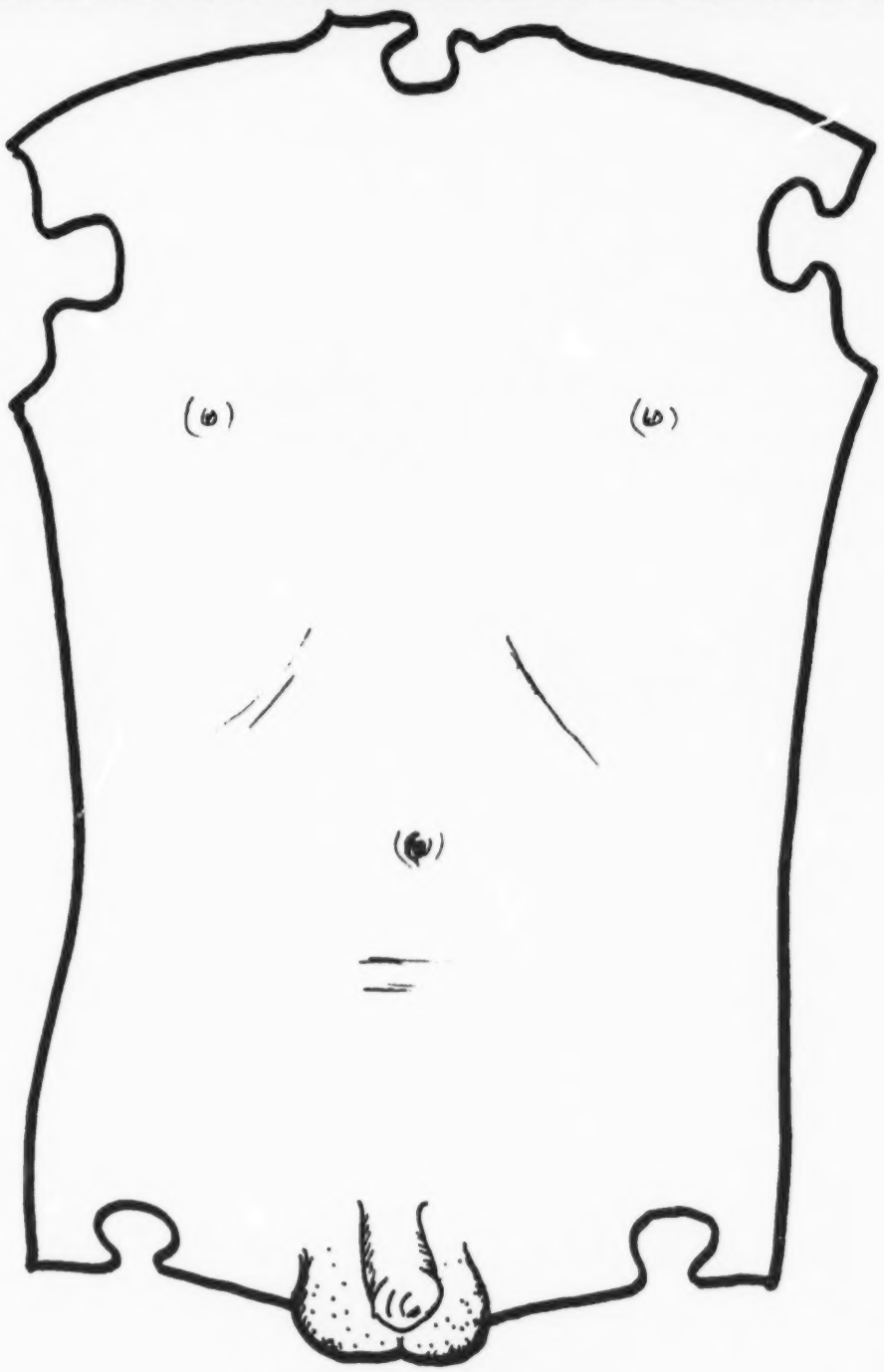
Body Puzzle Pattern



Torso Front—Boy

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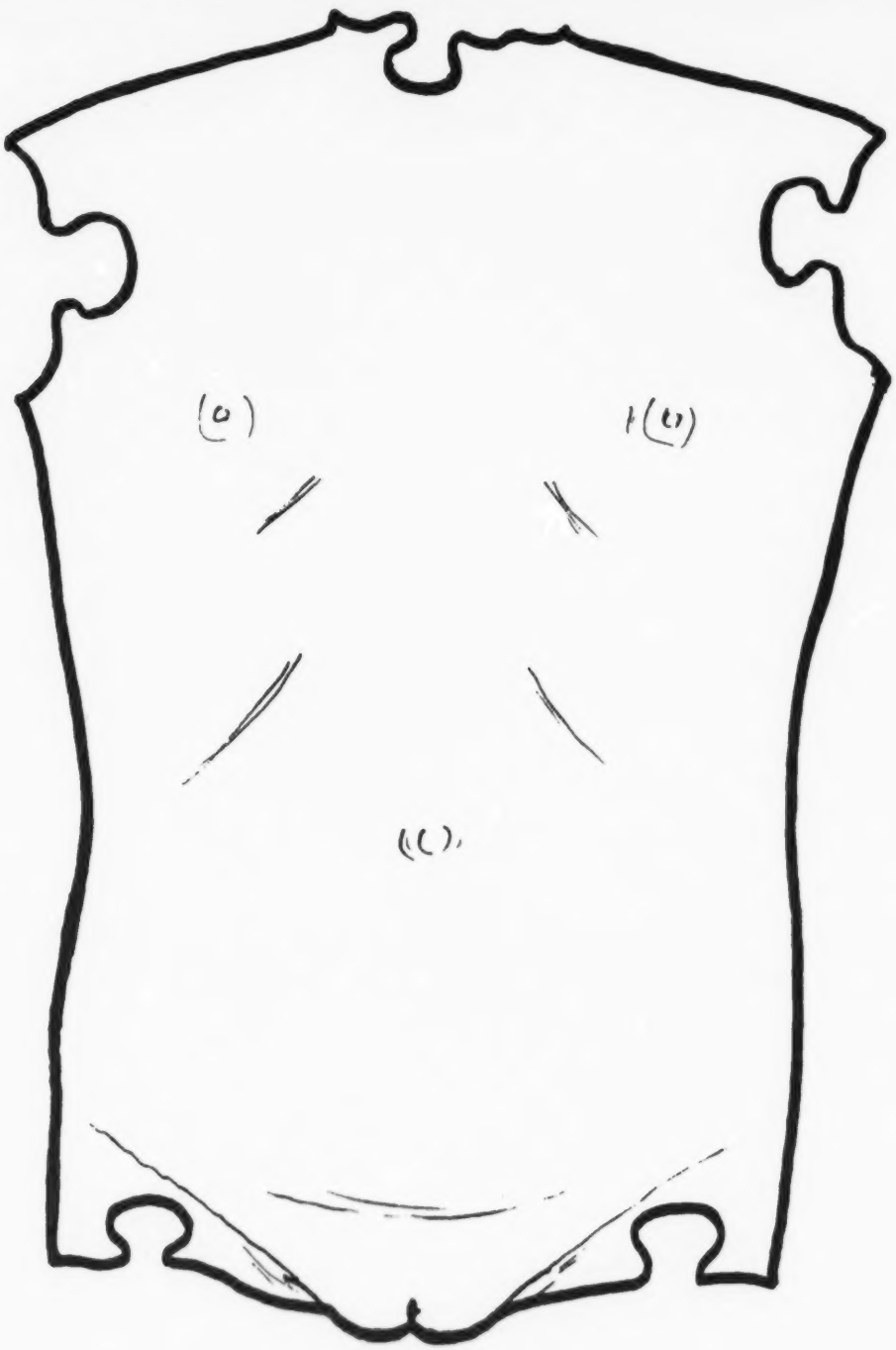
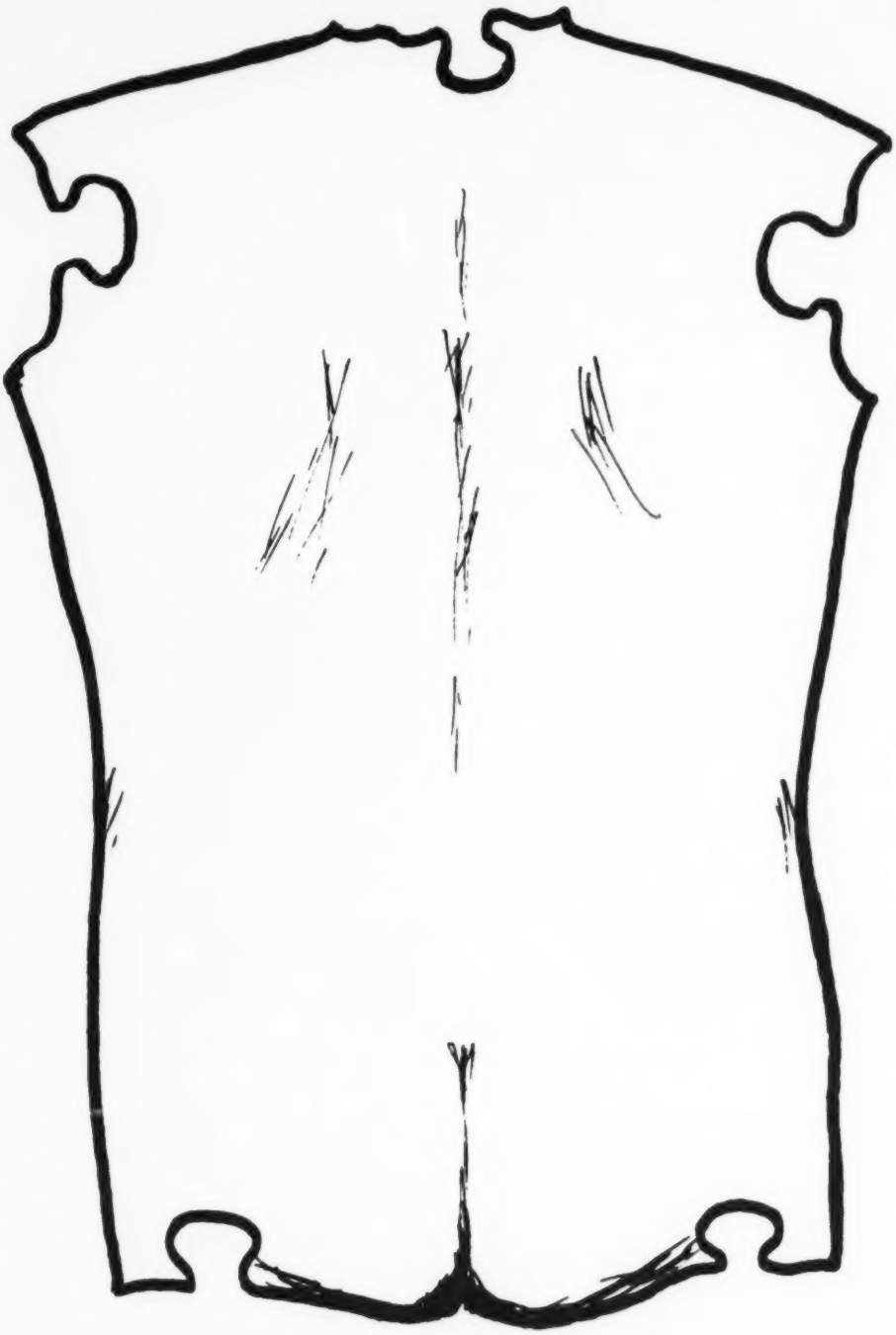
Body Puzzle Pattern



Torso Front—Girl

Body Puzzle Pattern



Torso Back

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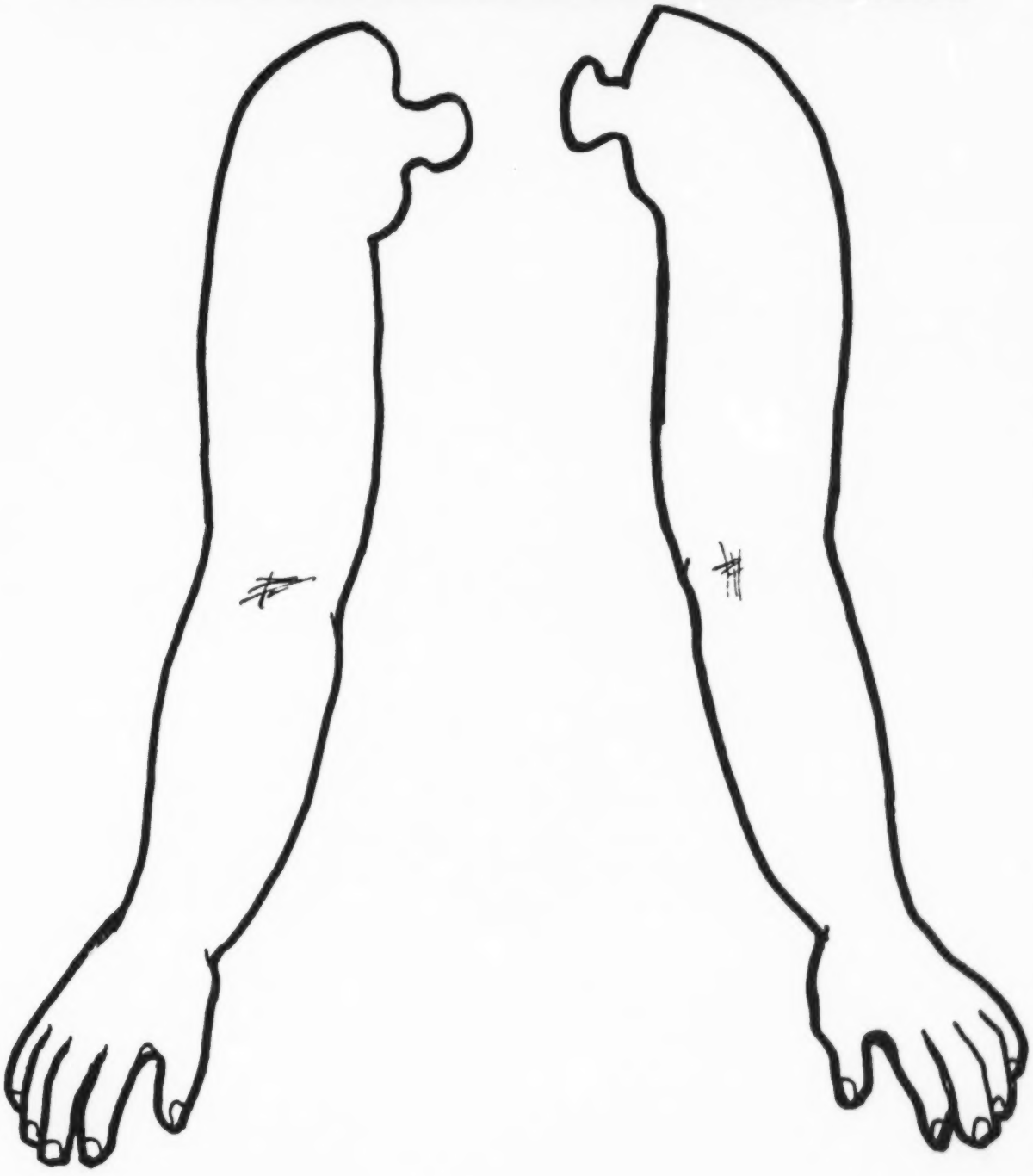
Body Puzzle Pattern



Arms Front

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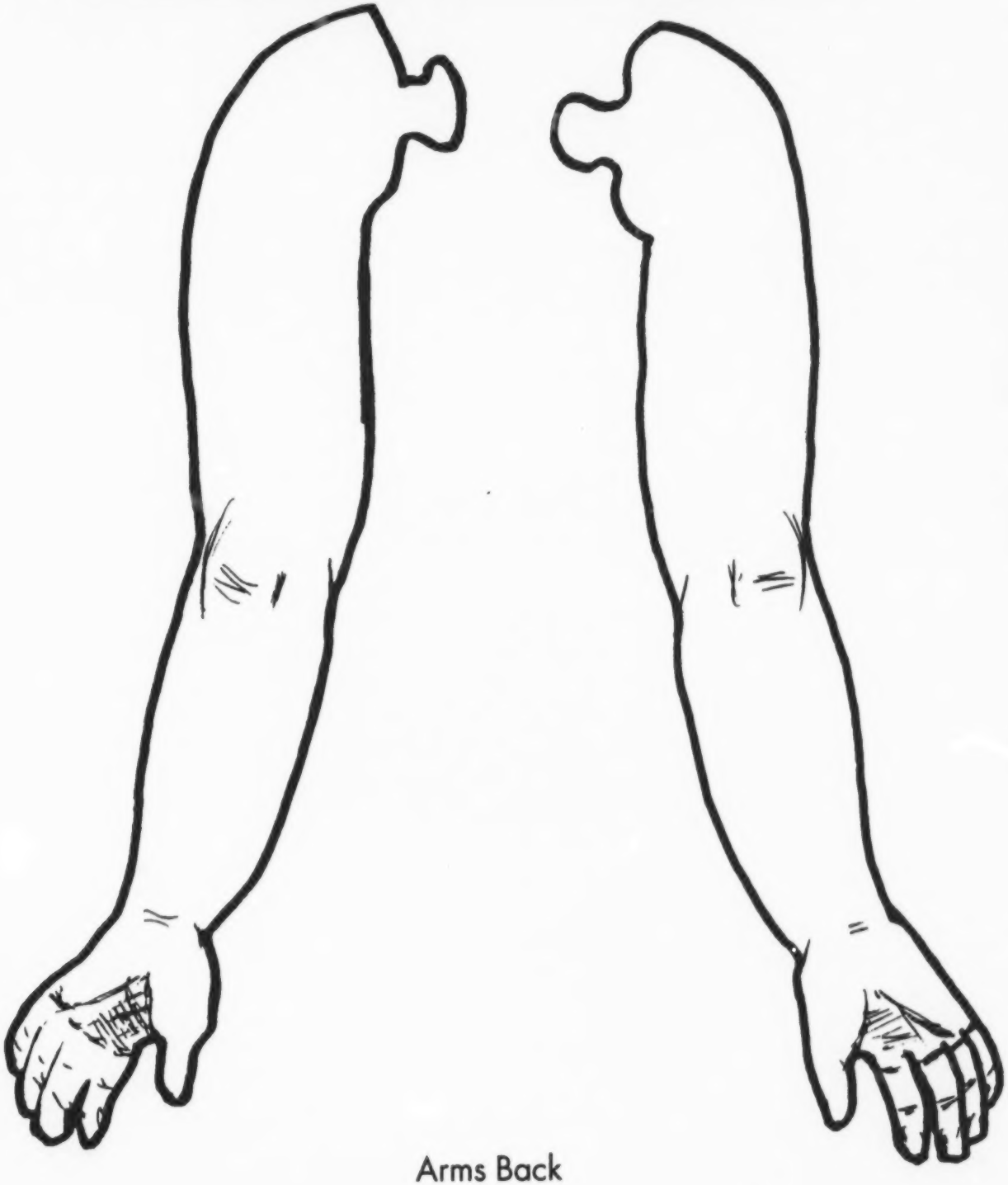
Body Puzzle Pattern



Arms Back

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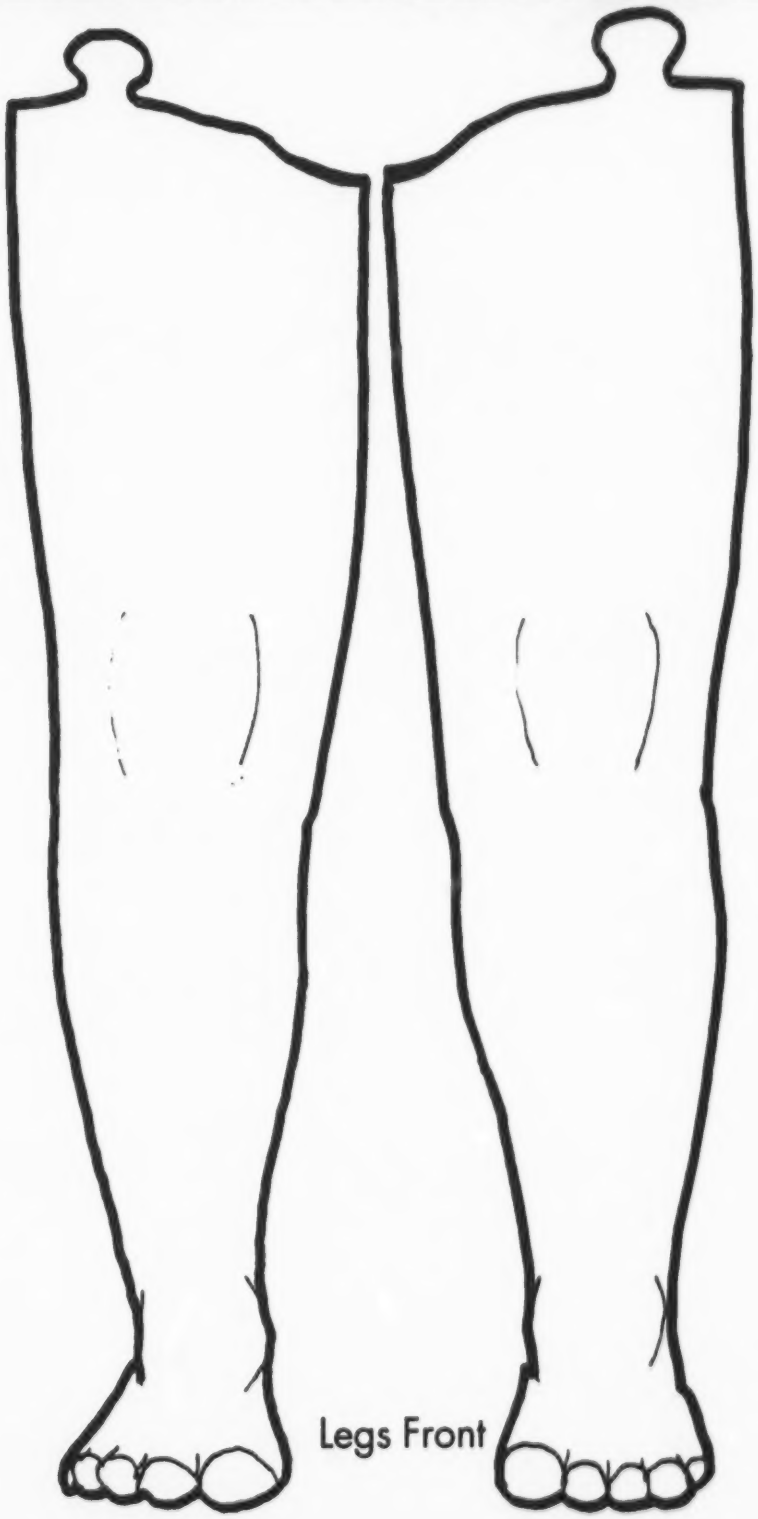
Body Puzzle Pattern



Legs Front

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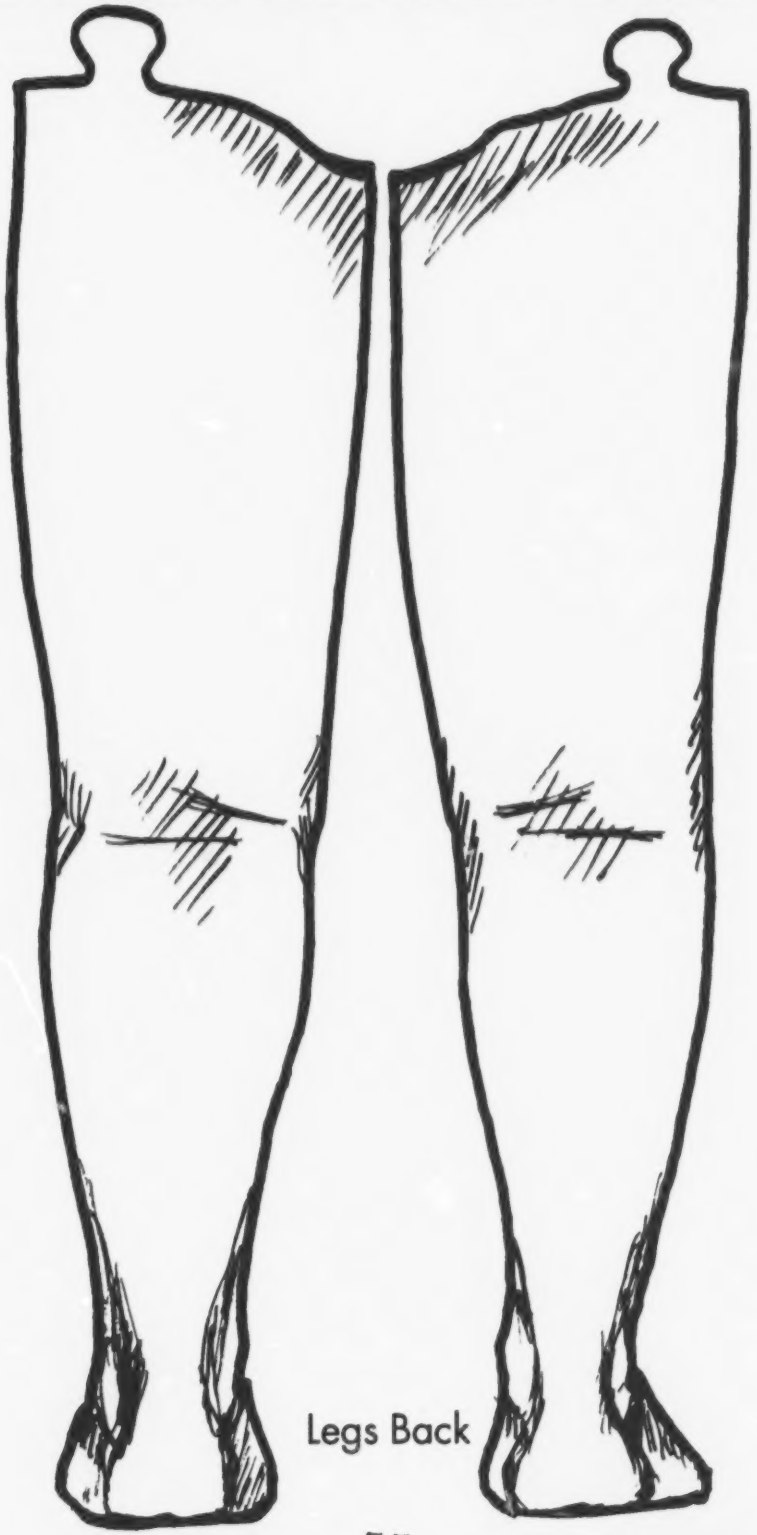
Body Puzzle Pattern



Legs Back

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6 All Body Parts Grow and Change

Purpose

To continue the discussion of body parts to help children feel comfortable about their bodies and understand how they have already changed and will be changing in the future.

In a Nutshell

Children are introduced to the idea that all body parts have a future. They construct life-size, anatomically correct paper baby dolls to reinforce the lesson that all body parts are good and that children and babies have the same parts.

Get Ready, Get Set...

- Enlarge the **Baby Doll Pattern** teacher pages by 150 percent onto legal size (8-1/2 in. x 14 in.) colored paper. Use a variety of paper colors to represent different skin tones.
- Prepare word cards using *New Words.*
- Gather materials for children and copy activity sheet for each child.

Materials for Children

- ★ enlarged Baby Doll Patterns, back and front for each child
- ★ scissors
- ★ glue sticks or staplers
- ★ cotton batting or cotton balls
- ★ Diaper Pattern activity sheet
- ★ pieces of cloth (at least 9 in. square)
- ★ yarn or ribbon

Here We Go!

1. Discuss how each child's body is a whole body made up of parts. Tell children that each of these parts has a past and a future because they are growing and changing. Remind them that a little baby is born complete with all its parts. A body has all the parts it needs to become an adult. Some parts, such as ears, will continue to grow throughout their lives.

2. Discuss how children have grown and changed since they were babies. Ask them to think of a baby that they've seen lately. How did that baby look? Did it have hair? Did it have teeth? Could it see? Could it hear? Newborn babies are usually born without much hair. They don't have any teeth, either. And they haven't learned to use their eyes and ears very well yet. One of the few things babies can do is cry. That's so that someone will come to them and figure out what it is that they need. Otherwise they are pretty helpless, which makes them very different from children.

   Ask the children if the baby they saw was soft. Explain that babies have a lot of fat and that as they grow and learn to do things for themselves such as reach for food and crawl, muscles replace the fat.

Explain that as babies learn muscle control many things happen. They learn to talk a little, so they can ask for things and say yes and no when offered things. Eventually, babies learn to walk. Then they are potty-trained so they don't need to wear diapers anymore. Before long they are children and don't need to be taken care of all day long. They can go to school. Their bodies have grown and changed and will continue to grow and change.

Ask the children to think of five things they can do that little babies can't do and tell why. Give them an example or two: "I can eat nuts because I have teeth to chew them with; babies can't eat nuts because they don't have teeth yet," or "I can throw a ball because I have strong arms; babies can't throw a ball because their arm muscles aren't strong."

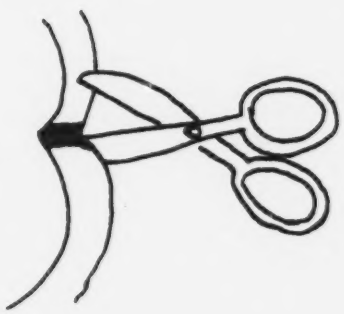
3. Tell children that they are going to make life-size, paper baby dolls. Tell them that the baby doll will have all its body parts.

   Distribute the enlarged baby doll patterns. Be sure each child receives both a back and a front. Give the children a choice of gender. Some children with baby siblings of the opposite gender may prefer to create a doll of that gender.

   Have children cut out the front and back pieces of their dolls. Then have them glue the front to the back along the seam on one side (a glue stick works best).

   Help children stuff their dolls with cotton batting or cotton balls. Have

them glue the remaining side closed, one-half at a time, stuffing as they go. Younger children may find it easier to staple rather than glue the seams. Be sure they do not staple over the lines that cross the seams.



Help children cut the lines that cross the seams at the corners. This will make the dolls more flexible.

4. Distribute the **Diaper Pattern** activity sheet and pieces of cloth. Have children cut out cloth diapers using the pattern. Use yarn ties to fasten the diapers to the dolls. You may need to help children tie knots or bows.

   Note to teacher: If cloth pieces are not available, the diaper pattern may be cut out and used as a paper diaper. (The diaper pattern does not need to be enlarged.)

New Words

diaper, future, past

Where It Fits

art, health, science

More Ideas

Have children make blankets to keep their baby dolls warm. Cut 10 in. x 24 in. rectangles out of soft cloth to wrap the baby dolls in. Children might want to keep their baby dolls safe at their desks, or a nursery corner could be set up in the classroom.

Baby Doll Pattern

Boy Front

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Baby Doll Pattern

Boy Back

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Baby Doll Pattern

Girl Front

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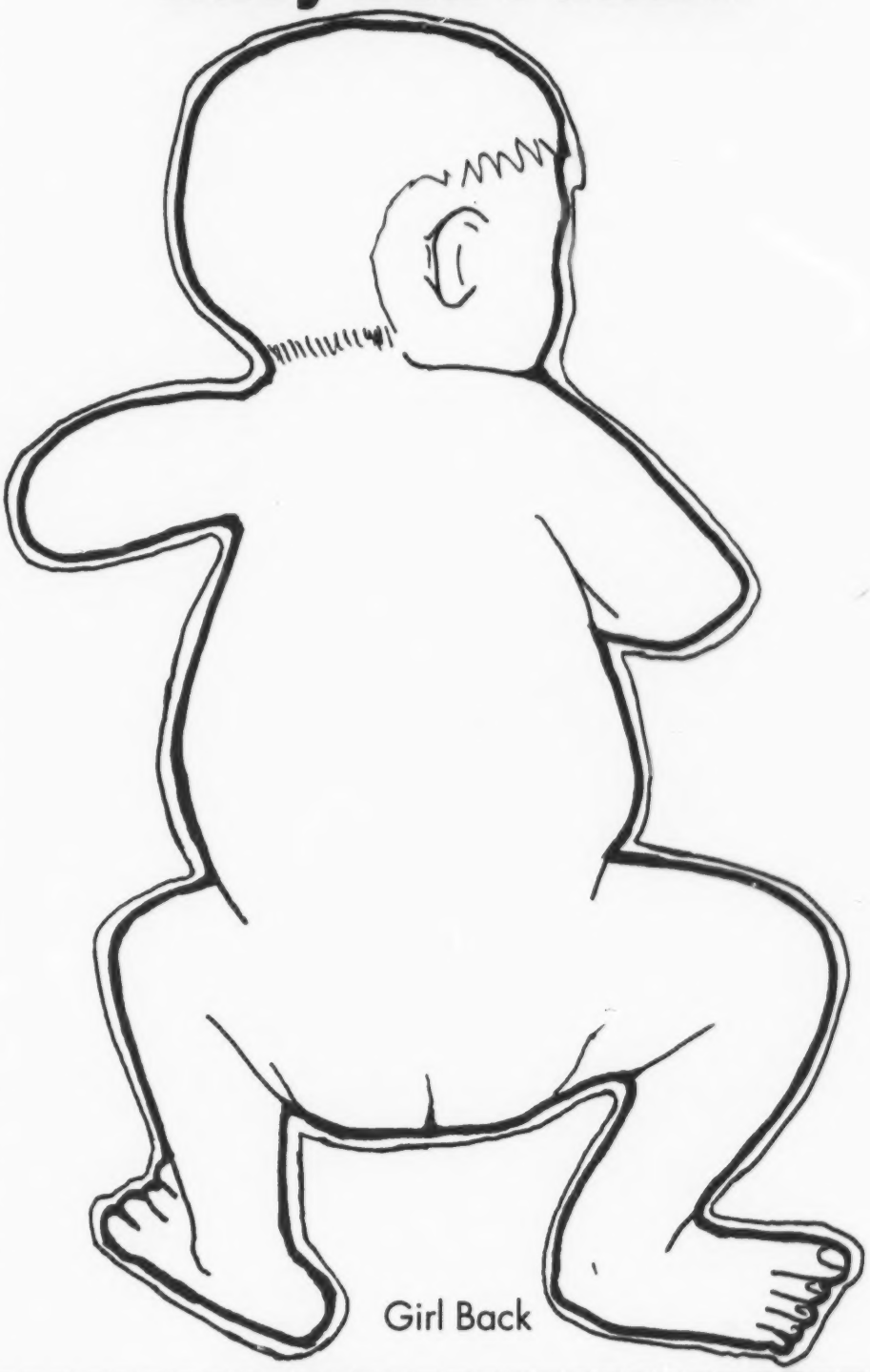
Baby Doll Pattern



Girl Back

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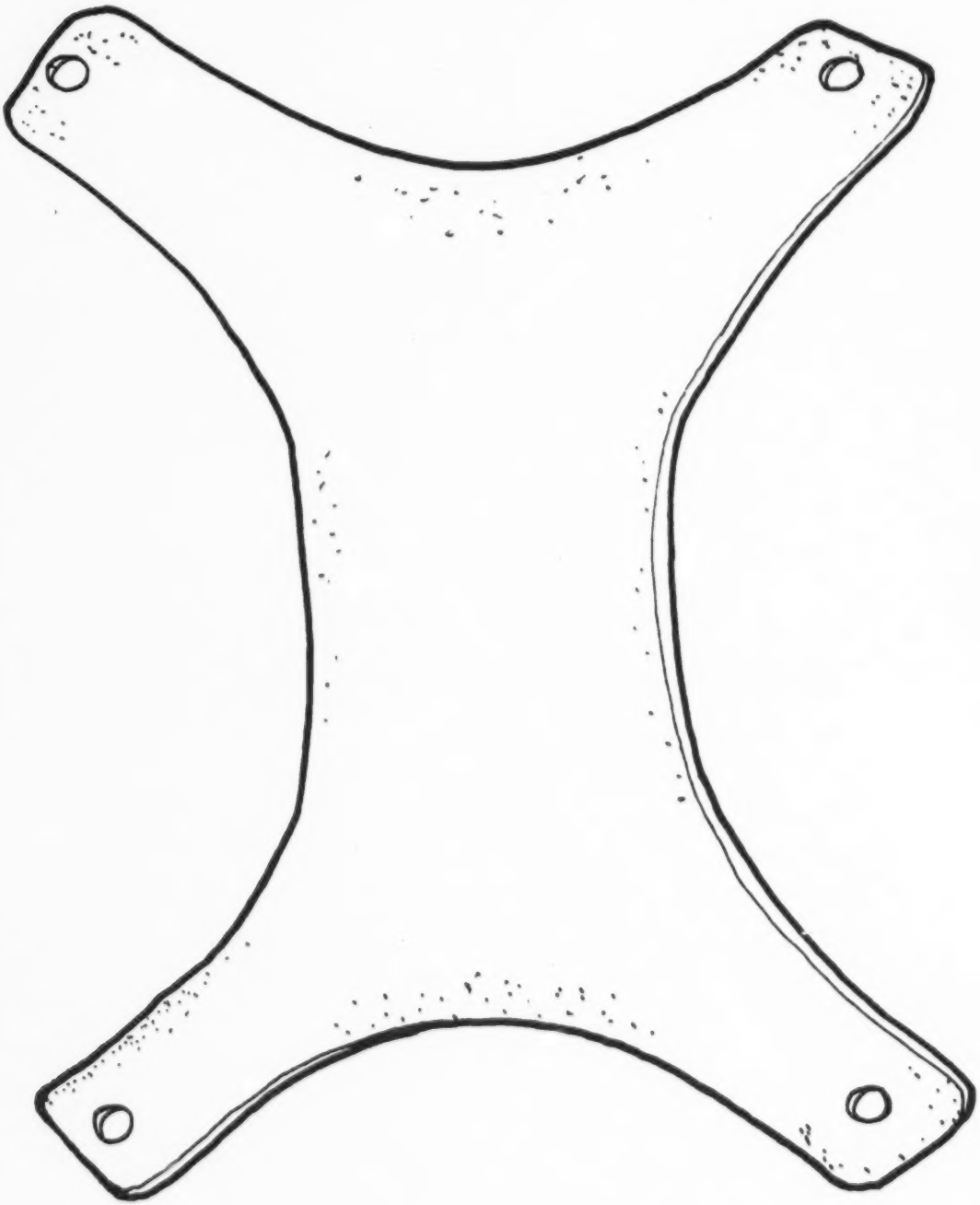
Diaper Pattern



Cut holes with punch.

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7 My Body Has a Future!

Purpose

To teach children that their bodies have an exciting future and that they have everything they need to be ready for that future.

In a Nutshell

Children learn that their bodies will be changing in many ways, some of them predictable, and that these are exciting changes to look forward to. Children make a drawing showing how they think they will look when they are grown up. The drawing is added to the original self-portrait and the song sheet from Concept 1 to create a Masterpiece Me scrapbook.

Get Ready, Get Set...

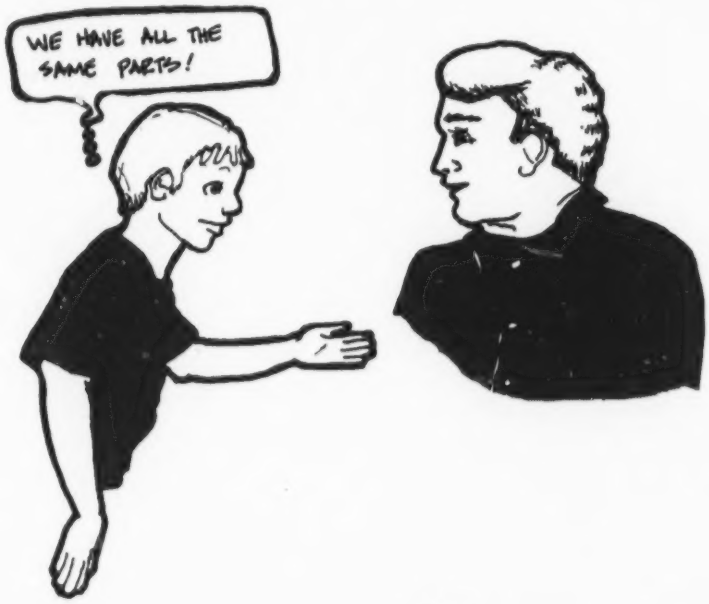
- Have children's self-portraits and song sheets from Concept 1.
- Prepare word cards using *New Words*.
- Gather materials for children and copy activity sheets for each child.

Materials for Children

- ★ Grown-Up Me activity sheet
- ★ crayons or markers
- ★ Masterpiece Me Scrapbook activity sheet
- ★ glue or paste
- ★ glitter
- ★ colored construction paper
- ★ clear adhesive shelf paper
- ★ paper punch
- ★ yarn, 3 pieces (6 in. long) for each child

Here We Go!

1. Ask children to think about the babies they have seen. Ask them what needs to happen for these babies to become children? Then ask the question another way. What happened to the children when they were babies that allowed them to become the way they are today? Did they need to grow new parts? (No, the parts they already had simply grew and changed as they needed to. They were born with every body part they need to go through life.)



Explain to the children that they will be changing in the future, too. In order for them to become adults they must finish growing. Many important changes will take place both inside and outside their bodies. Reassure the children that their bodies are prepared for these changes. They have everything they need and they are ready. It will be an exciting time!

2. Ask the children to look around at grownups to see what kind of changes will take place before they become adults. Is growing up only a matter of growing taller? What kind of tasks will their bodies need to be able to do when they are grown up? How will their bodies change? Ask them to spend a little time thinking about how they will look when they are grown up.

3. Tell children they are going to make a scrapbook to remind them of the things they have learned about their bodies and how they will grow.

   Distribute the **Grown-Up Me** activity sheet. Tell children to draw a picture of how they think they will look when they are adults. Remind them of the last two stages of life. Children may want to draw themselves as older adults. Give them their choice.

Have children color and decorate their Grown-Up Me portraits.

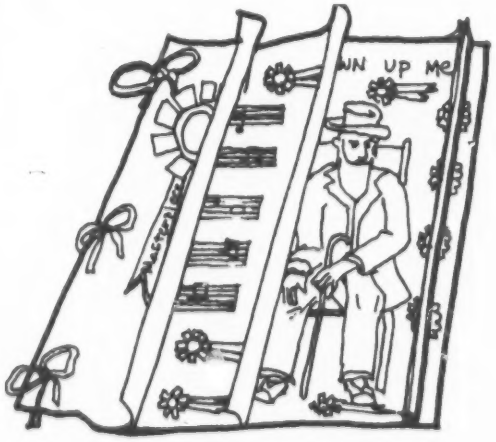
4. Distribute the **Masterpiece Me Scrapbook** activity sheet. Tell children to draw their own faces in the circle on the ribbon and write their names on the blank line. Tell them this page will be the cover for their scrapbooks.

   Have children glue the cover page to construction paper and then cover it with clear shelf paper to create a "laminated" cover. They can also "laminate" a plain piece of construction paper for a back cover.

5. Pass back the original self-portraits children did of themselves in Concept 1 on the **Masterpiece Me** activity sheet. Have them color and decorate the Masterpiece Me portraits.

6. Pass back the **My Body** song sheet from Concept 1. Children may want to decorate the song sheet as well.

7. To make the scrapbook, have children punch three holes along the side of the cover, the two self-portraits and the song. Tie the pages together with yarn to make the Masterpiece Me Scrapbook.



New Words

aging, grownup, prepared

Where It Fits

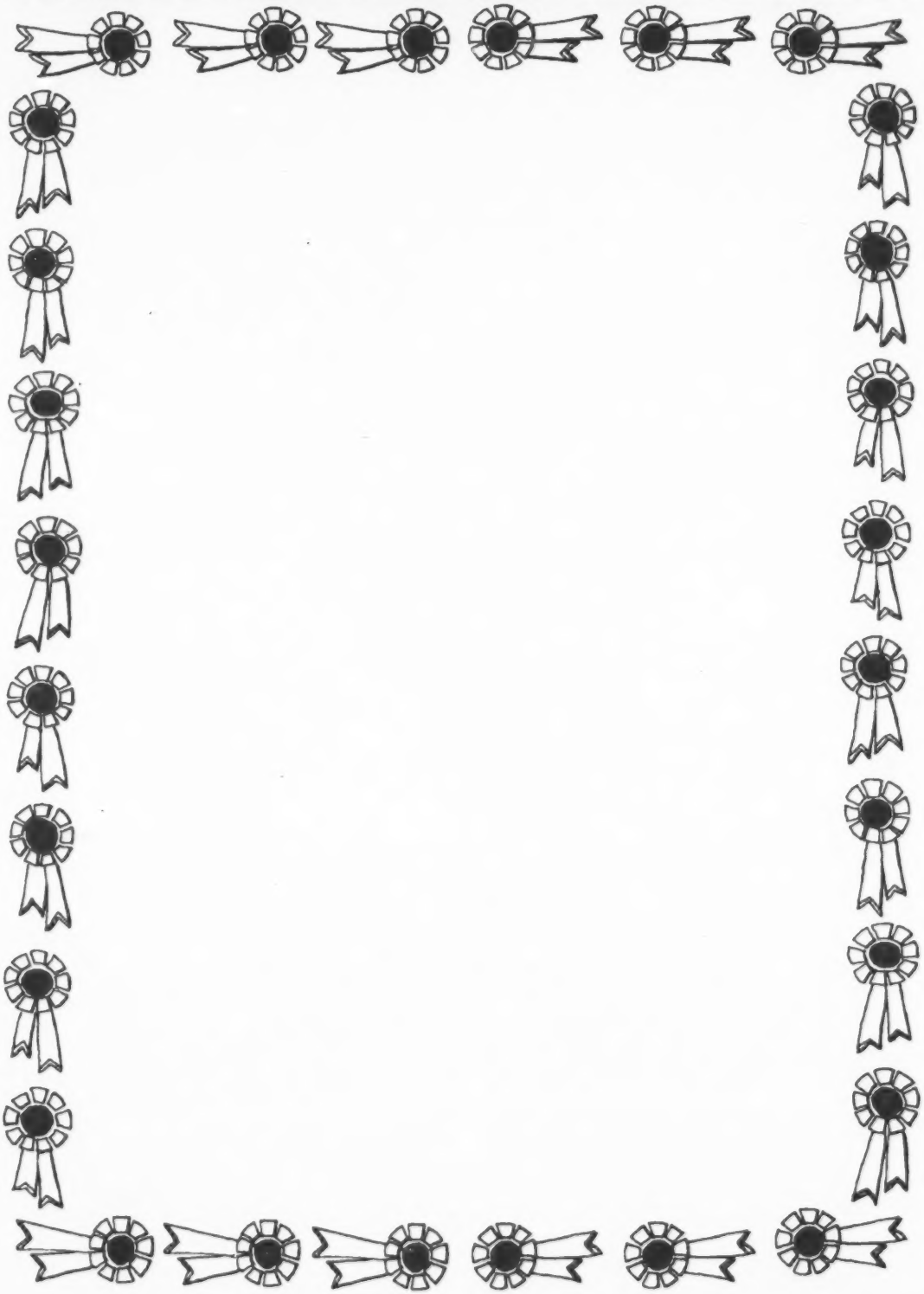
art, health, music, science

More Ideas

Older children might write a story about how they think they will look in twenty years and what they might be doing.

Conclude this concept and the entire anatomy lesson with the "My Body" song/recitation. The children may wish to share the performance with other classrooms or with their families.

Grown-Up Me



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Masterpiece Me Scrapbook

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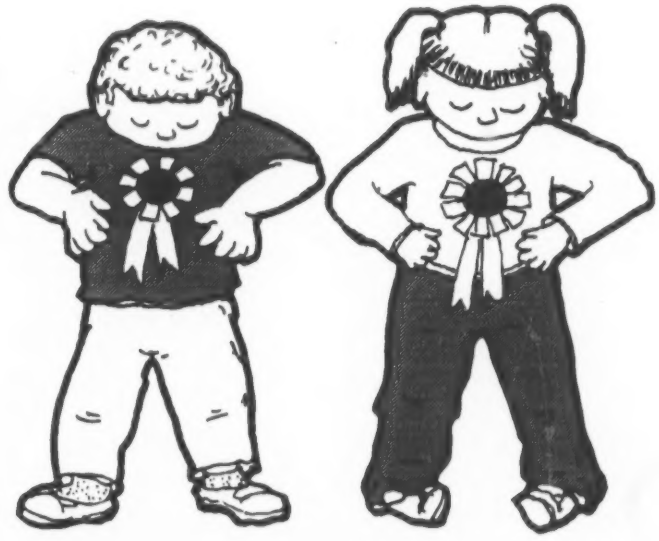

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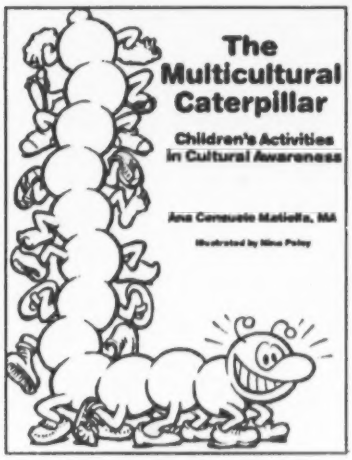

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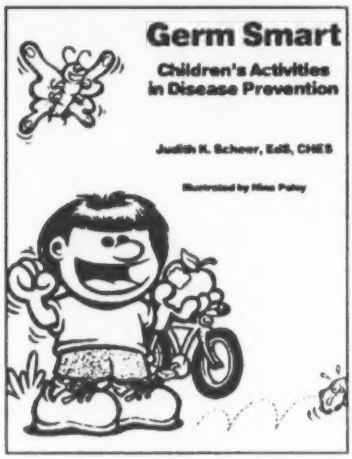

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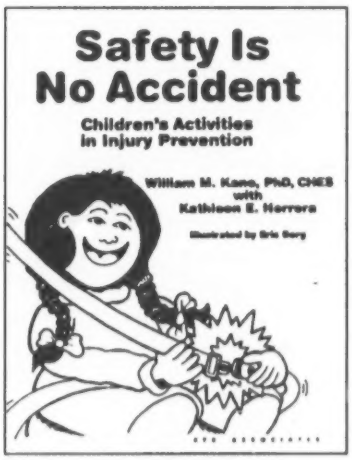

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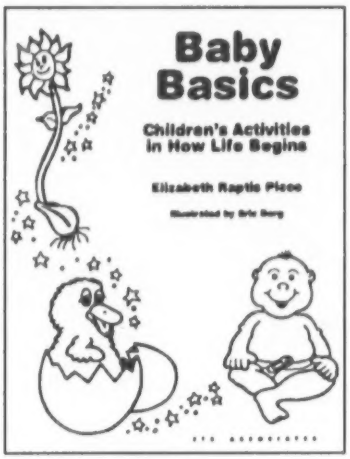

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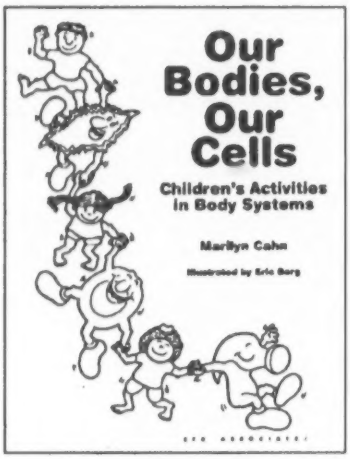

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